

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 PM 2:20 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Taylor ISD	246911		
Vendor ID #	ESC Region #	DUNS #	
74-6002357	13	049383045	
Mailing address	City	State	ZIP Code
3101 North Main Street	Taylor	TX	76574

Primary Contact

First name	M.I.	Last name	Title
Natalie	B	Weber	Director of Federal Programs
Telephone #	Email address		FAX #
512-365-1391	nweber@taylorisd.org		512-365-3800

Secondary Contact

First name	M.I.	Last name	Title
JoAnn		Barcak	After School Program Director
Telephone #	Email address		FAX #
512-352-6845 ext. 8131	jbarcak@taylorisd.org		512-365-3800

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jerry		Vaughn	Superintendent
Telephone #	Email address		FAX #
512-365-1391	jvaughn@taylorisd.org		512-365-3800
Signature (blue ink preferred)			Date signed

Date signed

3/28/2016

Only the legally responsible party may sign this application.

701-16-102-112

Schedule #1—General Information (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Taylor ISD is applying for the 21st CCLC grant to establish more effective parent engagement programs, increase community partnerships and support, and to meet the needs of struggling students that are not being met with our current after school programs. Our Texas ACE Cycle 9 program, Leading, Engaging, Achieving Ducks (LEAD), will benefit struggling students and their families by engaging parents and meeting the needs of families, especially working families, by providing innovative activities strategically designed based on campus and district data with 21st century learning strategies. Parents will benefit from the opportunity to work closely with the Family Engagement Specialist, providing input on the types of activities they desire to be more fully engaged in their child's education and their own educational development. The community will benefit from stronger ties to both the school day and after school programming through sharing in student community service projects and by contributing financial and service support back to the campus for program sustainability at the end of the grant period. Most importantly students will benefit from the opportunities to more fully develop their leadership capacity and increase their academic achievement in a safe environment which enables them to shine. The goals of this Cycle 9 grant application connect to our district goals to challenge all students to reach their highest potential, facilitate teachers' use of innovative instructional strategies, eliminate achievement gaps, and to impact the overall well-being of the community and the school. The LEAD program for Cycle 9 was specifically designed around campus goals to implement effective home-school connections and develop student leaders who grow academically into healthy, engaged, responsible, caring people. The ultimate goal is scalable sustainability for the whole district.

The budget for the LEAD program was designed in accordance with the needs assessment and the guidance in the Request for Application and the Texas Ace Blueprint for Cycle 9. The project director and family engagement specialist salaries, technology needs, and travel expenses comprised most of the Grantee-level fixed costs. Center-level costs include funding for family engagement activities, external evaluator, per-student costs were calculated for personnel, contractual services, supplies, and transportation.

Taylor, Texas is a small rural school district in East Williamson County. It has a large economically disadvantaged student population. The poverty rate in Taylor in 2013 was 14% compared to 8% for Williamson county (Source: Citi Data). Many are from single parent households or are being raised by their grandparents. The campus served spans Grades 1 – 3 with a total of 670 students enrolled. Of these students 67% are economically disadvantaged with 61.49% identified as At-Risk. The ethnicity breakdown is: 62.39% Hispanic, 9.25% African American, and 24.93% White. The age range for students served is from 6 to 10 years old with a gender breakdown of 49.10% female and 50.90% male students. The need for this program is substantiated by campus based data. Literacy universal screening data reveals that for each of the past 3 years over 20% of students test in Tier III or at risk for future academic difficulties in all 3 grade levels. School Day Attendance is currently at 95.89%, but the campus goal is 97.5% in order to be competitive with the accountability comparison group of schools and increase academic achievement. Major behavior concerns for the campus include defiance, disrespect towards teachers and fellow students, and refusal to work. There were 31 disciplinary placements last school year. The campus is 40% of the way towards Lighthouse status for the Leader In Me program. Next steps involve home-school connections for leadership development and parent engagement. Many students are enacting leadership roles and data driven personal goal setting, however our most struggling students experience difficulty embracing such roles for themselves. LEAD is designed to provide a space for their leadership abilities to be nurtured and grow. The needs assessment process was designed by the Director of Federal Programs in accordance with

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

guidance from the Texas ACE Blueprint and the needs assessment processes in the Texas Accountability and Intervention System (TAIS) and Federal Title program for creating District and Campus Improvement plans. The external evaluator will help determine efficacy and recommend updates and changes. The management plan for the LEAD program includes a project director, who will also assume the duties of the site coordinator since we only have one site, a part-time family engagement specialist, team members to work with students, and volunteers. High-quality management will be maintained through oversight from the Director of Federal Programs and the District After School Program Director with guidance and direction from the external evaluator. Overall program evaluation will occur both in-house and through the external evaluator. Progress measures for the LEAD program will include data analysis that will enable us to determine progress toward our main goals to increase parent and family member participation (# attending), improve and expand relations with community organizations (MOUs, # of student service projects, and # of activities community organizations involved at the center), increase student achievement (reduce % in Tier III for academics and behavior), increase student participation in Leadership roles or projects (# during LEAD program and # during school day program), and increase school day attendance (%).

This application completely and accurately answers all statutory and TEA requirements. For each requirement multiple sources were consulted to guide accurate completion including the statutes, the Request for Application Guidelines, the Texas ACE Blueprint, the Program Specific Guidelines, the webinar, and the FAQ published on the TEA Grants Opportunities site.

Taylor ISD's previous and continuing commitment to the goals of this grant program are integral to this application for Cycle 9 funding. As noted, our previous efforts at sustainability have fallen short in ability to serve all struggling students. After careful analysis and program design we believe the LEAD program described in this application addresses the gaps in our previous sustainability plans. First, the afterschool programming needs to be scaled up to accommodate more students. In addition, stronger connections to the school day, including opportunities for mutual professional learning on engaging, effective strategies for increasing student achievement will improve our school day programs and reduce the number of students in academic and behavior need. Next, a primary focus of our LEAD program is engaging parents and family members in their child's education in a way that is designed to meet their needs, including working families, by giving them voice and choice in the parent program design and implementation. Finally, developing an actively involved Community Advisory Council that engages community members in the development of strong after school programming that assists family members and students in not only academic achievement, but growth toward future career interests by enabling the students to design and consult with local area businesses and organizations on projects during the LEAD program will promote a strong network of support. The Family Engagement Specialist, Project Director, District Director of After School Programming, and the Community Advisory Council are key bridges to the scalable sustainability of the Cycle 9 LEAD program. Securing sufficient future funding through partnerships and donations is important to sustainability at a level sufficient to meet the needs of struggling students. Also integral are strong connections between families, the school day and after school programs in order to strengthen all pathways to student success. Ultimately the goal is to leverage the experiences and expertise gleaned from the technical support and resources of the Texas ACE Cycle 9 program to scale our sustainability efforts from this campus to all our campuses. The campus in this grant application was strategically chosen based on the experience of the Principal and success with past sustainability efforts. We are confident that this LEAD program addresses our areas of weaknesses and at the conclusion of the 3 years of Cycle 9 we will have a fully supported sustained package of after school programs that under the leadership of this Principal, the District Director of After School Programming, and the Director of Federal Programs we will be able to scale up to every campus in our district.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$150,220	\$	\$150,220
Schedule #8	Professional and Contracted Services (6200)	6200	\$21,500	\$2,700	\$24,200
Schedule #9	Supplies and Materials (6300)	6300	\$21,000	\$	\$21,000
Schedule #10	Other Operating Costs (6400)	6400	\$7,500	\$	\$7,500
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$200,220	\$2,700	\$202,920
Percentage% indirect costs (see note):			N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$	\$2,700	\$202,920

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	\$

Administrative Cost Calculation	
Enter the total grant amount requested:	\$202,920
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$10,146

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$55,000
5	Site coordinator (required) (not required since only 1 center)			\$
6	Family engagement specialist (required)	0.5		\$30,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Teacher			\$
20	Aide	6		\$35,000
21	Title			\$
22	Subtotal employee costs:			\$120,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$16,000
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$14,220
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$30,220
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$150,220

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 246911		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Fine Arts enrichment classes	\$2,000
2	Maker/Inventor Club classes	\$2,000
3	Leadership home school connection training	\$6,500
4	Academic enrichment activities	\$3,000
5	Miscellaneous enrichment activities	\$5,000
6	Instructors for parent courses (such as; GED, ESL, Completing applications, Financial Literacy)	\$3,000
7	External Evaluator	\$2,700
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$24,200
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$24,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 246911		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: 90,000 – other per-student costs + supplies and materials for the parents	\$21,000
Grand total:		\$21,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 246911		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$1,500
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$1,500
	Remaining 6400—Other operating costs that do not require specific approval:	\$6,000
Grand total:		\$7,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 246911

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			690	
Category	Number	Percentage	Category	Percentage
African American	62	9.25%	Attendance rate	95.89%%
Hispanic	418	62.39%	Annual dropout rate (Gr 9-12)	DNA%
White	167	24.93%	Students taking the ACT and/or SAT	DNA%
Asian	2	1.04%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	449	67.01%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	138	20.60%	Students classified as "at risk" per Texas Education Code §29.081(d)	61.49%
Disciplinary placements	31	DNA%		

Comments

The population served by this grant was determined based on disaggregated data analysis. Taylor ISD was staged under the Texas Performance Based Monitoring and Accountability System (PBMAS) at level 3 for low STAAR scores in science, writing, social studies for students in our Bilingual, ESL, and in all subjects for Special Education (SPED) programs. Campus based assessment data from the spring benchmark test indicates a decrease in the scores for 3rd grade SPED and ELL students from the 2015 benchmark to the 2016 benchmark. Our aim is to serve all struggling students so the referral process for the LEAD program will be based on our universal screener data with considerations given for other areas of student difficulty. Literacy universal screening data reveals that for each of the past 3 years over 20% of students test in Tier III or at risk for future academic difficulties in all 3 grade levels. In addition, the population served will included students in Tier III for academics or behavior. We will ensure that our program design for this population being served strategically targets engaging, researched based strategies for ELLs and students in SPED programs, as well as activity design that supports academic improvement in science, writing, and social studies.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	8	20%	Bachelor's degree	36	88%
White	32	78%	Master's degree	5	12%
Asian	1	2%	Doctorate	0	0%
1-5 years exp.	14	34%	Avg. salary, 1-5 years exp.	\$42,435	N/A
6-10 years exp.	12	30%	Avg. salary, 6-10 years exp.	\$45,218	N/A
11-20 years exp.	14	34%	Avg. salary, 11-20 years exp.	\$47,975	N/A
Over 20 years exp.	1	2%	Avg. salary, over 20 years exp.	\$56,560	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public			30	30	30										90
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:			30	30	30										90

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Schedule #13—Needs Assessment

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for objectively assessing the needs and resources for this program in compliance with Statutory requirement 7 involved using the Texas ACE Blueprint resources listed in Appendix 3 to complete the Needs and Assets Inventory in Appendix 4 through examining community statistics, the district and campus improvement plans (CIP), the student engagement and community evaluation 2014-2015, end of year campus staff and parent surveys, Leader In Me (LIM) Lighthouse Status report, Texas ACE Cycle 6 program teacher surveys, TEA Federal Report card for Texas schools, Texas Academic Performance Report (TAPR), discipline reports, and attendance reports.

The first step in the process for prioritizing multiple needs was to examine needs related to future sustainability of a program that effectively meets the needs of struggling students and their families. This involved assessment of present sustainability efforts and struggles from Cycle 6. We have a fee and donation based afterschool program, but these program resources are insufficient to meet the needs of all of our struggling students. There are currently students in Tier III for academics or behavior who we are not able to serve through our afterschool programs. These students would qualify for referral to the LEAD Cycle 9 Texas ACE program. Next, despite high ratings on campus surveys by teachers (94%) and parents (96%) on the belief that parents are actively encouraged to be involved in their child's education, attendance at events and participation in the parent teacher organization received an unacceptable rating in the Student Engagement and Community Involvement Evaluation. Parents (54%) identified parent involvement as one of the most challenging factors facing Taylor ISD and the CIP calls for increased opportunities for partnering with parents and improved communication. We consider parental input critical in designing a sustainable afterschool program that will meet the needs of the families of our struggling students as well as address other gaps identified in our assessment. The needs identified in the Texas Prevention Impact Index (TPII) Survey (administered in Taylor ISD in 2014) are other gaps to address in our plan. According to student self-reports one of the most pressing issues in our community is a favorable attitude toward drug and alcohol use. The TPII evaluator recommended afterschool programing, educational programing, and sharing resources. Based on data from 2004 Cycle 2 evaluation only 24 of the 1791 parents eligible participated in Texas ACE programs. By the final Cycle 2 report 59% of parents participated. Therefore, when prioritizing needs we determined that parental engagement and the considerations of working families was our greatest need, especially considering the research on increased student achievement with effective parental support (Engaging Stakeholders, USDE, 2014). Establishing these needs points to resources we have in the LIM and the district Title I parent involvement regular scheduled meetings and events. The next step for the campus to achieve Lighthouse status for LIM is home-school connections so the Cycle 9 LEAD program will work alongside this school day initiative.

There is a significant gap between our desired level of student achievement and our current status. Taylor ISD is staged for PBMA and has an intervention plan in place to improve student achievement. Literacy universal screening data reveals that for each of the past 3 years over 20% of the students test in Tier III or at risk for future academic difficulties in all 3 grade levels at this campus. This is more students than can be effectively served in either school day or after school programs. Thus there is a need to both provide students with additional support, as well as increasing capacity for school day teachers to implement effective instructional strategies in Tier I instruction to reduce the number of students in Tier III. The instructional coach and Texas State Literacy Plan through the Texas Literacy Initiative helped establish campus resources of a data driven culture, highly rated RTI process, and will facilitate collaboration between the Texas ACE Project Director to share effective, innovative instructional strategies across the school day and after school programing. Specifically, in third grade data from the Federal Report Card for Texas Public Schools shows improvement for ELLs in Reading (24 percentage points) and Math (30 percentage points) scores from 2014 to 2015. This is stellar improvement. Compared to other campuses in the district there were only 4 other STAAR/EOC scores for ELLs that increased and the greatest increase was only 4 percentage points. The aim is to leverage the success of implementing strategies with ELLs during the school day program and apply those instructional strategies to engaging, interactive, activities that support science, writing, social studies utilizing Texas ACE lesson planning resources in the ACE Blueprint and referred websites which would be shared and modeled with the school day teachers. The Cycle 9 LEAD program will benefit the target population through specific activities and sustainable efforts to improve instructional design with more effective 21st century data driven strategies by coordinating and sharing with the school day program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Parent and Family Involvement	The Family Engagement Specialist will pursue varied strategies to enlist family involvement, such as surveys and home visits. These efforts align to campus resources such as the LIM Parent Action Team, campus leaders, the LEAD team, the District After School Programming Director, and the District Title I Family Support Services Coordinator. LEAD program resources include showcase nights for students and parents to engage in activities together as requested on the last campus parent survey.
2.	Academic Gaps, especially for students served in SPED and English Language Learners	The LEAD program will take a ubiquitous approach toward decreasing gaps by working closely with campus coach. 1. Data driven analysis by TEKS from universal screeners, classroom based assessments, and LEAD program pre and post tests will drive Texas ACE activities. 2. Connect to the school day LIM Pyramid of Influence approach based on modeling, relating, and teaching. 3. LIM student data binders will be incorporated into the LEAD program for increasing student engagement and accountability.
3.	Student behavior and the leadership role discipline model	Struggling students have difficulty embracing the LIM culture of leadership in the school day. The campus action team that focuses on discipline incorporates student leadership roles. The LEAD program will open space for struggling students to engage in leadership roles that build self-efficacy and self-regulation. Enacting leadership roles will equip students to more fully engage in the school day culture of leadership and reduce behavior problems.
4.	Self-actualization and attendance to ensure successful grade promotion for struggling students	The LEAD program will build participation in campus initiatives by providing a pathway to success through research based, engaging Texas ACE program designed supporting activities. For example, in the LIM initiative students keep data binders, set personal goals, chart attendance, and strive to achieve levels of membership in college levels based on # of books read (Master level for # books read). Students in LEAD will track, set goals, and report progress to campus and community stakeholders.
5.	Community service and support to instill students with incentive and capacity for future graduation and career readiness	The LEAD program will build on the successful community relationships established on this campus through the LIM outreach. By enlisting an actively engaged Community Advisory Council to support program design and implementation with embedded participation from community organizations the LEAD program will solidify relationships. LEAD activities will include student service projects and business model development by students consulting with local organizations and businesses.

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Schedule #14—Management Plan

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Experience managing multi-faceted program, working with youth, maintaining fiscal records, ensure high quality activities directly related to performance measures and outcomes, master's degree, education related certification.
2.	Site Coordinator(s)	NA – only one center so these duties are incorporated into the Project Director position.
3.	Family Engagement Specialist	Leadership and team building skills, ability to coordinate multiple initiatives in the school, after school program, and community for parents and students, adult education training preferred, knowledge for working with diverse cultural and economic backgrounds, Bachelor Degree
4.	Team Members	Experience providing high quality, engaging instructional activities, content area expertise, build strong relationship with students, high school diploma, some college preferred.
5.	Volunteers	Experience providing high quality, engaging instructional activities, content area expertise, build strong relationship with students, high school diploma, some college preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Academic Performance	1. PD: LEAD and campus team data driven instruction	08/01/2016	09/30/2016
		2. PD: LEAD and campus team LIM student set goals	08/01/2016	09/30/2016
		3. Project Director and Instructional Coach collaborate	08/01/2016	07/28/2017
		4. Data disaggregation, TEKS analysis, activity design	08/15/2016	07/28/2017
		5. Strategic and targeted LEAD activity pre/post tests	09/06/2016	07/28/2017
2.	School Day Attendance	1. Parent input on parent session about attendance	08/31/2016	09/30/2016
		2. Parents co-design attendance activity for students	08/31/2016	09/30/2016
		3. Students participate in attendance activity	10/03/2016	10/30/2016
		4. Students track attendance goals	11/01/2016	05/26/2017
		5. Students provide report to parents and campus	05/01/2017	05/26/2017
3.	Positive Behavior and leadership participation	1. PD: LEAD team develop student leadership roles	08/01/2016	08/31/2016
		2. Introduce roles to students, adult mentor support	09/01/2016	09/30/2016
		3. Students apply for roles in LEAD and school day	09/12/2016	07/28/2017
		4. Parent/student input on leadership activities	09/01/2016	07/28/2017
		5. Students give reports to community organizations	12/01/2016	07/28/2017
4.	Grade Promotion Rates and Parent Family Member Participation	1. Parent involvement PD: LEAD and campus teams	08/15/2016	09/30/2016
		2. Align participation plan with campus action team	08/15/2016	09/30/2016
		3. LIM Home Connection: teaching leadership at home	10/03/2016	07/28/2017
		4. Adult mentors promote/support student goal setting	09/01/2016	07/28/2017
		5. Showcases: LIM celebrations students and parents	10/03/2016	07/28/2017
5.	Graduation Rate and Relations with Community Organizations	1. Community Advisory Council needs assessment	09/01/2016	09/30/2016
		2. LEAD program student and parent interest surveys	08/22/2016	09/09/2016
		3. PD: LEAD team for service projects, business plans	09/01/2016	09/30/2016
		4. Community adult mentors support student interests	10/03/2016	07/28/2017
		5. Establish MOUs for partnerships with community	10/03/2016	07/28/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Taylor ISD the procedures for monitoring progress toward the attainment of goals and objectives are accomplished through evaluation processes that we have gleaned from working with Baldrige Framework for Excellence in Education, Texas Accountability and Intervention, and program evaluation for the Texas State Literacy Plan. Campuses are involved with systematic evaluation and strategic improvement efforts. These processes involve a comprehensive assessment of organizational strengths and areas for improvement with documentation of action steps and persons responsible for implementing the strategies. Areas covered include leadership, current strategies, assessment systems, data driven instruction analysis, professional development needs, and instructional effectiveness. Each component has an objective, action steps, and indicators of progress. Campus leadership teams rate their current level of implementation based on these indicators of progress and then design data-informed improvement plans. This process of continuous improvement is communicated to staff and teachers in faculty meetings, team meetings, and grade level meetings. Students are kept informed through their teachers and campus leadership. Parents and community members are informed through our outreach programs, such as our website, newspaper articles, ambassador program, and school involvement events. Communication with stakeholders starts with input at the beginning of the progress monitoring cycle and incorporates opportunities for input throughout the continuous improvement evaluation and assessment process. The aim is to align and integrate strategic and operational goals. In this Taylor ISD is positioned to integrate attainment of the 21st CCLC goals and objectives into established continuous improvement efforts in this campus and across the district.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to TXPOST (2014) 18% of the students in Texas are in an after school program and 1.5 million more would be if they had a program available to participate in. The campus currently has 2 after school programs, Duck University and the Voyager Program. Duck University is a donation and fee based after school program that was sustained from the Texas ACE Cycle 2 and 6 grant program. This program primarily serves working families that can afford after school care for their students or who qualify for state funds for financial assistance. The Voyager Program is funded through the KDK Harmon Foundation Grant and Taylor ISD local funds. This project provides struggling students with the opportunity for academic instruction and engaging enrichment activities in the field of Transportation. The Voyager project is sustained from the STAR pilot project. Funding is only sufficient for 30 students. This campus has 90 students in Tier III for academics or behavior that are currently in need of the LEAD after school program detailed in this application. Integral to our LEAD program design is an analysis of areas to address for supporting sustainability at the end of the 3 years of Cycle 9 funding. The District After School Program Director (not Cycle 9 funded) will increase local, community, and parent support for the 2 current after school programs. At the end of the 3 years of Cycle 9 the LEAD program will merge with the Voyager program to provide high quality after school programming to increase academic achievement of struggling students through donations and local support. Key to achieving this sustainability is parent engagement and school day initiatives. Aligning LEAD with the LIM home-school connection initiative will support sustainability after Cycle 9. This will maximize the use of grant funds by integrating sustainability into the LEAD program design in order to expand current after school offerings, build parent engagement and support, and finally establish strong community ties for support. The LEAD program incorporates collaboration with community organizations to provide service projects and receive mentoring support for envisioning and enacting career aspirations. The connecting "glue" for ensuring our sustainability is the Community Advisory Council and Parent Action Committees working closely with the campus and district leadership teams.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	TXPOST standards of Extended Learning Opportunities (ELO), 2014	1.	Training completed for LEAD staff on TXPOST Standards and Indicators
		2.	Completion of the Quality ELO Program Checklist
		3.	Internal program evaluation utilizing the TXPOST standards and indicators
2.	External Evaluation – Program design	1.	Develop evaluation design, instruments, and interview protocols
		2.	Develop surveys for students, parents, community, and LEAD teachers
		3.	Develop school day classroom teacher rating scale
3.	External Evaluation – Progress toward stated goals	1.	Conduct site visits
		2.	Conduct focus groups and surveys
		3.	Interview the Site Coordinator
4.	External Evaluation – Impact on student achievement	1.	Analyze comprehensive data sets
		2.	Analyze school day classroom teacher rating scale
		3.	Write final evaluation report
5.	External Evaluation – Continuous improvement	1.	Analyze above
		2.	Make recommendations for improvement
		3.	Support writing logic models and interim reports

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected in the format required by the state as per the RFA and entered into TEA's TX21st Data System for the data collection categories listed on p. 35, such as program and activity attendance, family engagement activities, and program integration. The district will ensure local processes to protect confidential information according to FERPA. The LEAD Project Director will daily monitor data collection and approve data entries monthly or more frequently. Data collection for program activities will be conducted by the Project Director and Team members. The number of participants and attendance for students and parents served will be collected by the Project Director. Student level academic data collection will include universal screener scores, progress monitoring reports, classroom based assessment results, and LEAD program pre/post test results. The TXPOST rubric (Extended Learning Opportunities and TXPOST, 2014) of standards for external learning opportunities will be used to ensure a comprehensive program and local evaluation to inform and build capacity for future sustainability of a high quality, accessible after school program. As noted, "Quality standards are often used alongside systems of program accountability to integrate operations, professional development opportunities and measurement tools for program evaluation" (ELO statewide plan, 2014, p. 11). The TXPOST rubric provides data to analyze related to the 10 Key Tasks on page 3 in the Texas ACE Blueprint, including community and family engagement, activity development and targeted student recruitment, operation and talent management, sustainability planning, and evaluation. Progress measures for the LEAD program will include data analysis that will enable us to determine progress toward our main goals to increase parent and family member participation (# attending), improve and expand relations with community organizations (MOUs, # of student service projects, and # community organizations involved in activities at the center), increase student achievement (reduce % in Tier III for academics and behavior), increase student participation in leadership roles or projects (# during LEAD program and # during school day program), and increase school day attendance (%). These goals will comprise main components of our Logic model and theory of change. The surveys designed for the evaluation plan will provide voice for various stakeholders and, when combined with other sources of data including one-to-one interactions with stakeholders and recommendations from the Community Advisory Council and Parent Action Team, provide additional data for the Project Director and Family Engagement Specialist to refine, improve, and strengthen the program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students attending the Cycle 9 LEAD program attend the campus where the LEAD program is located, so teachers and staff will ensure the students report to the LEAD program at the end of the school day. The students will have district provided transportation to their home at the end of each day. Alternatively parents will have the option to provide their own transportation for their child. Students will be supervised at all times. Parent permission will be required for participation in the program and use of school transportation. Program staff will work closely with Taylor ISD transportation to ensure accurate record keeping and communication at all times. Parents will be provided with information necessary to contact program staff or the transportation department to gain information regarding their children. Program staff remains on campus until they are notified by transportation that all children have been taken home. Special care is provided for students in grades 1 and 2. The bus drivers do not leave these children without visual contact with the parents/guardian. All bus drivers are trained in the appropriate areas to ensure safe transportation. Parents are also able to pick their children up from the centers with appropriate sign-out processes to ensure the safety of the children. The following activities will supplemental to other activities by expanding opportunities and/or providing new opportunities for engaging, project based, innovative activities designed to increase student achievement and college and career success. Students will be able to participate in book clubs, math maze, maker clubs, enrichment clubs (chess, games), leadership roles, career exploration, science fun, career track, language vocabulary processing word play. Activities will also be supported by involvement from community organizations in activities such as etiquette clubs, service projects to the community, business plan development, public speaking club, and career exploration. Parents will have access to LIM Home Connection training, project showcase celebration events where students and parents share what they have been doing, homework connections for parents to learn and practice the instructional strategies students are using while working with their child, as well as parent educational development activities ESL classes, apply for college classes, and career advancement assistance such as resume writing classes. Most importantly activity development will be guided data analysis, stakeholder input and by the resources, technical assistance, the Four Component Activity Guide in Appendix 7, the activity alignment form in Appendix 8, and the Texas ACE unit and lesson plan worksheet in Appendix 9.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information about the community learning center will be disseminated through campus, district, and community channels. The campus will send home initial flyers about the program and then detailed information packets with concurrent phone calls to parents for students who are referred for the program. The campus will also regularly communicate with the families with photos and products from ongoing activities and information about future activities. The district and campus will disseminate information via their websites, Twitter, and Facebook. In addition notices sent by apps such as SchoolWay to parents phones will encourage attendance at events for families and students. The District Communication and Community Liaison will attend events at the center, publish newspaper articles, post photos to the websites, and disseminate information in weekly updates. These avenues have proven to be effective means of communication that is understandable and accessible to the members of our community. For example, statistics from the district's latest Weekly Update newsletter (March 23, 2016) are as follows; 75% of the people who opened the newsletter also clicked on at least one of the active links, 1,700 people clicked on and went to the Taylor Educational Enrichment Foundation website, and 1,875 people clicked on the link to our Facebook page. The Weekly Update goes out to 5,000 people, and has a 59% open rate. The industry average is 32%. The Community Advisory Council will guide in the development of a brochure and other materials such as door hangers to distribute in the community through the information center, organizations, and events.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical to improving campus and student academic achievement and overall student success is the purposeful and intentional alignment of program strategies to objectives. TEA's Critical Success Factors of 1. Student and family active participation in learning, 2. Student and family increased sense of involvement in school, 3. The use of assessment data to revise and evaluate services, and 4. Effective implementation of strategies learned through training will provide our district with research-based strategies to improve in all of our objectives. Activities in the LEAD program will utilize our campus data root cause analysis to determine student gaps and needs, provide both remedial instruction to address gaps and accelerated experiences to support current instruction, connect to school-day program through collaboration with instructional coach and teachers, and create pathways for student and parent engagement in multiple aspects of their own families education. The Project Director will work in collaboration with the Family Engagement Specialist, Campus Instructional Coach, and input from the Parent Action Team and the Community Advisory Council to design an overall framework for activities aligned to these Critical Success Factors, program strategies, and objectives. The template in Appendix 1 will be used to specify the outcomes, behaviors, performance indicators, milestones, and milestone measures for the 5 program outcomes of improve academic performance, improve school day attendance, improve behavior, increase grade promotion rates, and increase graduation rates. Specific activite design will follow the Four-Component Activity Guide's academic assistance, enrichment, family and parent support services, and college and workforce readiness. The Activity Alignment Form will be used to align activities to specific strategies from our needs mapped to assets worksheet, ACE component addressed and the target population/grade level. The expectation to connect activities to improved student academic achievement and success will be solidified through continual professional development on maximizing the ability to be strategic with the Texas ACE Activity Planning Worksheet. The Project Director and Campus Instructional Coach will evaluate Team member plans to ensure the data analysis, SMART goal, duration, evidence of success, reflections, and the 5Es (engage, explore, explain, elaborate, evaluate) are at the highest caliber for attaining the desired academic outcomes for student success and achievement.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to attain scalable sustainability for high quality out-of-school programing on all campuses in our district this Cycle 9 LEAD program for our Grade 1-3 campus has been strategically designed to accomplish coordination with our other federal, state, and local programs. Our district is working to improve our accelerated instruction and meeting the needs of at risk students in the state compensatory education program in order to reduce the number of students at risk for academic difficulties and to come out of PBMAIS staging in the Texas Accountability and Intervention System. Federal Title programs in our district also serve at risk students and reach out to parents and the community. Through the federally funded Texas Literacy Initiative our district has improved RTI processes and has participated in the Texas State Literacy Plan increasing capacity to provide high quality standards based instruction, an effective instructional framework, administer and analyze assessments, and identify and provide professional development including models for Training of Trainers and peer training from teacher to teacher. Many of the aspects from the Texas State Literacy Initiative align with statutory requirements in the new Every Student Succeeds Act (ESSA), such as assessment audits, instructional coaches, and teacher involvement in data driven instruction, positioning our district to move smoothly into any changes to come during Cycle 9 due to ESSA. At the local level the district strategic planning committee findings in 2012 led to a district focus on positive home-school relations, a climate of high expectations, instructional leadership, college and career education for students and parent beginning in elementary school. The district has consistently maintained and achieved progress in these focus areas over the last 4 years. The district is also committed to continuity of effort towards these goals and realizes we have areas where we fall short. To that end, the campus initiated the Leader In Me (LIM) initiative. Next year the LIM program will be started at our Grade 4-5 campus. The LEAD Cycle 9 program is designed to coordinate with these programs in order to solidify a comprehensive connection between our goals, the school, the families, and the community. The LEAD program provides a necessary and unique bridge that has been missing in the alignment and coordination among these impactful federal, state, and local initiatives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The common characteristics of promising after school programs, as identified in the Southwest Educational Development Laboratory (SEDL) report (2006) provide evidenced based foundation for designing our Cycle 9 LEAD after school program and activities. Specifically, the following impacted our program design as specified (*common characteristics identified in the report are in italics*). *Strong leadership with shared decision making:* The campus with the LEAD program has a principal 10 years of experience and strong, effective leadership skills. In addition our district locally funds a District After School Program Director who has experience directing Cycle 2 and Cycle 6 Texas ACE programs and 39 years of experience in education. These two experienced leaders will work to ensure mentoring support for the LEAD Project Director and Family Engagement Specialist and support their efforts to create a network of shared decision making across the campus, Parent Action Team, and Community Advisory Council that does not duplicate other programs in the district. This mentoring support and the efforts to align the after school program with the LIM and other campus initiatives will enable *strong relationships with corresponding day schools*. *A variety of academic and enrichment instructional practices* will guide program activity and unit design in response to student achievement data. Enrichment activities will have an instructional connection to the students' needs while actively engaging students through alternative instructional strategies and modalities. *Strategies for parental engagement and awareness* include responding to parent feedback from surveys and home visits under the direction of the Family Engagement Specialist. We know from our needs assessment that parents are interested in more authentic activities in which they can learn alongside their children, rather than a "sit and get". To this end our program design includes parents and students working on activity design alongside the Project Director and Team members. To compliment this partnership and to build family social capital toward college and career readiness parents will also have input on types of programs, such as ESL and certification/college prep programs for their own advancement. *Strong community connections and partnerships* is one of the most significant aspects of the LEAD program design that builds our capacity for sustainability. Taylor ISD has been increasing our connections to the community and the LEAD program will allow us to synergize these efforts. The Community Advisory Council will establish a pathway for members from the multiple organizations interested in supporting our schools to begin working together and coordinating their efforts alongside campus leadership. The proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities for our most struggling students. LEAD program specific measures include # attending parent programs, # students attending, a decrease in the % of students in Tier III, increased attendance, # of leadership roles students enact in the LEAD program and in the school day, # of MOUs with the community, # of student community service projects, and # of events community members participate in at the center. The plan for local data collection includes all of the above, as well as the other components of data collection for the TX 21st Data Collection System as noted on page 35 of the RFA Program Guidelines. Finally, internal evaluation will be guided by the TXPOST rubric from the Texas Standards for High Quality: After school, summer, and Extended Learning Programs (2014). The TX 21st Checklist and Calendar in Appendix 27 will guide comprehensive program implementation and evaluation. Reports from the TX 21st Data Collection System will be used by the Project Director and external evaluator in the continuous improvement efforts. The database allows the coordinators to analyze individual student data, success and attendance of program activities, as well as campus and program level data. All data will be closely monitored by the Project Director to ensure validity, accuracy and privacy protection of students according to FERPA guidelines. No student data will be downloaded on home computers and specific guidelines regarding downloading data that includes confidential student level information onto program laptops, USB flash drives, and removable media will be in place.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Taylor ISD has partnerships with local community organizations that we can leverage for the opportunity to continue and expand our collaborations for strengthening our programs to support our students and families. We have already discussed and obtained a MOU with the Taylor Rotary Club (attached to this application) to partner with our LEAD program to assist with student mentoring, community service projects, leadership activities, enrichment programs, interview and business plan development consulting with students, and providing a active member for the Community Advisory Council. Taylor ISD, as fiscal agent, will enter into other partnerships with Williamson County organizations to draw from the resources available to families in the district to ensure there is no duplication of services. Recruitment will begin prior to notice of grant award (NOGA) by current district administrators. After the NOGA is issued, the Project Director and Family Engagement Specialist will work closely with the community partners to provide fun, enriching program activities, provide opportunities for the students to volunteer in the community, and to encourage the recruitment of volunteers and mentors for the program. Project staff will work with campus staff to ensure the seamless transition from the regular school day and the after-school program. The Community Advisory Council and Project Staff will monitor the partnerships to ensure the effectiveness of the collaboration and to recruit additional partners as needs are identified. The program works closely with the local business community to identify and provide additional hands-on activities for students to obtain Workforce and Career Readiness skills. The community partners will be able to provide diverse perspectives and assist families in accessing resources needed to support the program. The following community organizations will be among the first we contact for establishing partnerships: Interagency Council of East Williamson County assists in building capacity and partnerships, Taylor Chamber of Commerce, Salvation Army, Local universities, Blackland Quilting Guild, Keep Taylor Beautiful, Senior Center, and the United Way of Williamson County. The LEAD Cycle 9 program has a two-pronged design for community involvement. Students will be encouraged to be proactive and take initiative to develop their interests into community service projects that can be completed as part of the LEAD program. These service project ideas will be developed into LEAD program activities that incorporate alignment to TEKS and school day programming by the Project Director and Team members through completing the Four-Component Activity Guide, Activity Alignment, and Texas ACE Activity and Lesson Plan Worksheet in Appendices 7-9. To solidify partnering, adult advisors from community organizations will be partnered with students and their service projects to provide mentoring during project development and implementation in the community. The other prong will be to engage members of local community organizations in our Community Advisory Council to collaborate with the LEAD Project Director, Family Engagement Specialist, Campus Principal, Instructional Coach, and Parent Action Team on program design and future sustainability on this campus and scalability to other campuses in the district.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Resources for the proposed Cycle 9 LEAD program include the strong campus leadership, available mentors for the Program Director and Family Engagement Specialist in the locally funded District After School Program Director and the Title I funded Family Support Services Coordinator, highly rated RTI and data analysis protocols implemented through the Texas Literacy Initiative (TLI) and in accordance with the Texas Accountability and Intervention System, the successful development of the programing aspects of after school programs during Cycle 2 and Cycle 6, the design of the LEAD program to support the Leader In Me (LIM) campus initiative and to provide additional points of connection to the school day program.

The campus served through the Cycle 9 LEAD program will be utilizing the resources gleaned from 2 school day initiatives, LIM and TLI, to ensure the greatest success for the Cycle 9 LEAD program by leveraging strengths to ensure successful accomplishment of increases in LEAD program performance measures of student achievement and success. Integral to a successfully implemented Cycle 9 LEAD program are connections to the school day program. This campus is in year 3 of the LIM and is currently about 40% of the way toward Lighthouse status. In the LIM campus evaluation two areas they score the highest are Team formation (including establishing goals, developing processes, and training team members), Leadership environment (including incorporating student input into classroom mission statements, display student projects, and establish goals), and Student Leadership (including student input on student leadership roles, students as resident experts, and applications and interviews for student leadership positions). These strengths will support developing the Cycle 9 LEAD program team and designing the program to support our most struggling students to also develop capacity for leadership and self-actualization that will support achievement and future participation in career and college attainment. In the TLI Implementation Map campus evaluation this campus has achieved full implementation with fidelity for Leadership (including leadership efforts to improve instruction, an established RTI framework, developing data-informed plans to improve instruction, providing ongoing leadership for evidenced based instruction, establishing an effective coaching model, and communicating with the community to support literacy development), and Assessment (including developing a campus assessment plan, identifying and serving students at risk, and overall evaluation). Other areas of strength for the school day TLI initiative include aligning the curriculum to the TEKS, differentiating for students at all Tiers, ensuring evidenced based instructional strategies, and connecting teacher accountability to the TLI initiatives as outlined in the data informed plan. An invaluable resource to connect these school day resources to the Cycle 9 LEAD program will be collaboration between the campus Instructional Coach and the LEAD Project Director. In this manner the LEAD program will most effectively be able to meet the needs of struggling students to increase achievement and embrace a vision for their future college and career aspirations.

These areas comprise the main components to be addressed based on our needs:

1. Project Director and LEAD team members work with the Instructional Coach to examine school day data and identify students needs by disaggregating by TEKS and examining across data sets utilizing the highly rated campus RTI and data driven instruction systems.
2. Project Director and LEAD team members collaborate with LIM campus action teams to support struggling students to embrace leadership roles in both the LEAD program and the school day. Our struggling students are sometimes "outshined" by other students in their class and have difficulty conceptualizing themselves in leadership roles. The LEAD program will provide a space for struggling students to experience entering into leadership role with less competition for the application process. The ability provide their own input on the types of leadership roles needed for the LEAD program will give struggling students even more ownership.

While we believe leveraging our strengths is critical to the success of the LEAD program, our parent involvement is an area of critical weakness. The Family Engagement Specialist role is extremely important to the success and sustainability of the LEAD program. The LIM campus focus is on home-school connections this school year. The Family Engagement Specialist will work closely with the campus administration team and parent action team to ensure parents have voice and choice in the programs they need to more successfully impact their own child's success in school and with future career and college. As the needs assessment indicated our parents feel encouraged to participate in their child's education, the LEAD program Family Engagement Specialist will create the pathway to make this actionable.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Taylor ISD will ensure the use of best practices by utilizing the resources provided at the Texas ACE website <http://www.texasace21.org/> such as the Texas ACE Blueprint <http://www.mytexasace.org/> the What Research says page <http://www.texasace21.org/resources/what-the-research-says> previous program evaluations on the TEA 21st CCLC website, and the Technical Assistance and training available to grantees.

The LEAD program will ensure enhance academic performance through the research and evidence-based practices in reports such as What Works Clearinghouse *Structuring Out-of-School Time to Improve Academic Achievement* http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf findings from research in University departments such as the Office of Child Development which is a collaboration with the community <http://www.oed.pitt.edu/lts>About-Time-Extended-Learning-and-Academic-Achievement/329/Default.aspx> and the Regional Educational Laboratories 2014 report *The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings From a Meta-analytic Review* https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf Although the overall effects from this meta review were small, they were significant and the findings included both the academic and nonacademic which aligns to the increased student achievement and participation in leadership roles to improve behavior and self-actualization from personal goal setting and accomplishment. Research studies such as this will inform program and activity design with a focus on achievement as well as college and career preparation. Also important to consult for best practices and evidenced-based practices will be research on both school day and after school to help us strengthen the connection to the school day such as The Wallace Foundation report on *Expanding Time for Learning Both Inside and Outside the Classroom: A Review of the Evidence Base* (2012) http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_08_16_RB_TimeForLearning.pdf

The positive youth development of the students in the LEAD program will be supported by the evidence-based practices of intergenerational mentoring <http://www.countyhealthrankings.org/policies/intergenerational-mentoring> as relations and partnerships with community organizations are established, strengthened, and built toward sustainability. These efforts will provide continuing after school support as these current students get older and for new students at this center.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the established systems the campus has in place for the school day reading support volunteer program, the LEAD program will ensure all volunteers are fingerprinted and will produce a volunteer handbook modeled after the sample in Appendix 20. Volunteers will include community members, members of the community organizations the LEAD program will partner with, parents, family members, and local business owners. As the partnerships are expanded the LEAD program will ensure students are working with the new groups and encourage more volunteers to become involved. All volunteers will be trained and supervised by program staff who have experience in educational programs. Lesson plans will be developed for the different activities to help volunteers be more successful in leading activities. Senior volunteers will be recruited and trained according to the evidenced-based practices from intergenerational mentoring and by pairing senior volunteers previous career experiences with student nascent career and college interests.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Taylor ISD has experienced some success with sustaining after school programming and center operations during previous Texas ACE 21st CCLC grant cycles. These previous efforts have resulted in the continuation of after school programming through fee and donation based programs on our elementary campuses. However, these programs are currently unable to service all of our struggling students. A needs assessment determined the following challenges concerning sustainability of after school programming designed to increase the student achievement of struggling students.

1. Low-income working families find fee-based programs difficult for the family budget.
2. Donations raised are insufficient to provide access for all struggling students.
3. Taylor ISD parents and teachers desire and believe in strong parental engagement in their child's education, but there is a need to improve offerings that are relevant, authentic, and engaging for parents.
4. Establishing a strong connection between the school day instructional program and the 21st century learning and activity design of the after school program in a way that facilitates job-embedded teacher development and empowers student leadership development and personal goal setting.

Community involvement and school board support will assist sustainability efforts by strengthening existing collaborations and building new relationships to ensure every student has access to high quality after school programming. Examples from our initial sustainability plan include:

1. A current attendance initiative that provides personal contact to families will be expanded and leveraged to increase communication with families concerning parental engagement in children's education and access to quality after school programming.
2. Incorporate avenues for parent voice and choice through the relationship building role of the Family Engagement Specialist to create a network of support for sustaining the parent engagement and educational opportunity components of the 21st CCLC.
3. Establish and strengthen partnerships with organizations and businesses in the community to include opportunities for community service projects for students and community support for after school programming.
4. Connect the after school programming to school day instructional and leadership initiatives by structuring the relationship between the 21st CCLC Project Director and the Campus Instructional Specialist to maximize collaboration and mutual job-embedded professional learning for the school day and after school teachers and staff.
5. Participate in the creation of a Community Advisory Council, including recommendations for members, dedicated to refining and actualizing this sustainability plan to ensure the ability to provide after school and family support. The Project Director will serve as the Chair of the Community Advisory Council. Members will include the Taylor ISD staff, LEAD staff, students, teachers, parents, community partners, and school board members. The Community Advisory Council will meet quarterly to review project activities and data to address continuous improvement efforts. Perspectives of teachers, parents, prospective employers, the business community, external evaluator, and partners will be obtained in a team approach to ensure buy-in and support from all stakeholders. The Community Advisory Council will guide program staff, community partners, and participants in preparation of a sustainability plan by identifying barriers for program success with suggested solutions; reviewing the progress toward meeting program objectives and recommendations for improvements; reviewing and responding to stakeholder satisfaction; and assisting with community buy-in and support for the program.

Schedule #17—Responses to TEA Program Requirements**For TEA Use Only**

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County-district number or vendor ID: 246911	Amendment # (for amendments only):
<p>TEA Program Requirement 1: Community Involvement</p> <p>Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.</p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The Project Director will work with the support of the school board, the Director of After School Programs, the Family Support Services Coordinator, and the campus principal to create and engage a Community Advisory Council. Members will include the Taylor ISD staff, LEAD staff, students, teachers, parents, community partners, and school board members. Taylor Texas is a community that is striving to connect to the needs of youth and families since as noted from input, feedback, and in surveys such as the Texas Prevention Impact Index administered in Taylor in 2014, there is not much for youth to do in Taylor. Our most pressing need is to fill students time with positive relationship building activities. Relationship building takes a lot of time and volunteers. <i>Healthy intergenerational relationships are the key to reducing "at risk" behaviors.</i> Taylor ISD's Title I funded Family Support Services Coordinator works with several community organizations for developing programs for youth. Some of these activities have an academic focus and others are more enrichment based. Examples of current programs include; Christ Fellowship Church provides free after school supervision for 6th graders. Next school-year they will have 7th grade students (current 6th grade) and a new class of 6th graders. The idea is to build up to 6th-7th and 8th grade participation over a 3 year period. They operate 4-6pm Mon-Thurs. Taylor ISD reaches out to churches, businesses and civic organizations to provide dinner/snacks/refreshments/arts and crafts for MUNCH Mentor programs, midnight basketball (a summer park program), Impact (a Monday night high school student group) and Robinson Park Summer Nutrition Camp. Taylor Rotary Club has established a teen group at Taylor High School. The Taylor Lions club has done the same. THS Silver Cord connects civic organizations (Kiwanis, Rotary, Lions, etc...) with high school students to help with community outreach, and character education (First Baptist Church). These programs all tap into the <i>intergenerational relationship/mentoring</i> paradigm. Our Lady of Guadalupe offers ESL classes for parents. Community involvement will include expanding upon these programs and complimenting them through the Cycle 9 LEAD program. For example, build on the MUNCH Mentor Program during the school day to mentoring opportunities during the LEAD program. Another example such as creating a version of Midnight Basketball for the Grade 1-3 students enrolled in LEAD while incorporating into the activity elements that connect back to student achievement data. For programs such as the ESL classes, the LEAD Cycle 9 program will ensure that we compliment and not duplicate this community effort in meeting the needs of working families.</p> <p>Other resources determined in our needs assessment include our strong communication outreach through our District Communications and Community Liaison. In addition to outreach through our website, facebook, twitter, Weekly Update electronic newsletter, and local newspaper articles, he regularly communicates with community members via telephone, personal visits, and attendance at community events and functions. These strong relationships are a valued resource as we proceed to solidify community engagement and support for our district's efforts to achieve the highest possible achievement and success for our students and their families.</p> <p>In addition, the last few semesters we have conducted an Ambassador program. The District Communications and Community Liaison conducts a free class for interested community members. These individuals visit each campus and department in the district over the course of the semester. The ambassadors participate in activities with the students and teachers from our day care center to our high school. The district office administrators and areas of special programming provide the ambassadors with an overview of our initiatives and our goals for continuous improvement. At the completion of the semester course the ambassadors graduate from the program and become a cadre of Ambassador Alumni who advocate in our community for continued support and awareness of Taylor ISDs mission and vision.</p> <p>Given the strategic and sustained efforts in our district for connecting with the community our greatest need based on our needs assessment is to align our efforts across available resources and to provide proven pathways for collaboration with the community. The opportunity through this Cycle 9 application to fund a Project Director and Family Engagement Specialist and to establish a Community Advisory Council comes at a time when Taylor ISD is need for a focal point for engagement. We see the Community Advisory Council as key to accomplishing our next steps in strategically and efficiently engaging our community in the way that best supports student achievement and future success.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246911

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant management plan is integral to both our success during the Cycle 9 LEAD program and to our capacity to sustain a package of after school programs that will meet the needs of all of our students and working families. The management plan is multi-faceted and includes the following to ensure all grant requirements are met while providing high quality programing:

1. Providing a safe, secure, and appropriate environment – The self-assessment Safety survey in Appendix 17 will guide the provision and evaluation of a safe and secure environment. The campus served is in the same location as the center, so the facilities are specific to students in Grades 1 – 3.
2. Parent permission will be obtained for program participation and for transportation. Parents will be provided with a handbook modeled after Appendix 12. Transportation will be provided through the district and by parents themselves.
3. The Project director will develop and lead training for staff and coordination with the school day program in order to ensure adoption of the innovative evidence-based strategies that prove effective for our students in both the school day and after school programs. Training opportunities will include both those provided by the fiscal agent and outside training opportunities. A staff handbook modeled after Appendix 22, training schedule in Appendix 23, and staff observation from Appendix 24 and mentoring from the District After School Director will provide guidance for the Project Director.
4. The Project Director will work with the Director of Federal Programs on managing the grant budget and maintaining center supply lists and inventory. The Budget Expenditures tracking form in Appendix 30 will guide the development of the process for requesting and inventory for supplies.
5. Monitoring will consist of both internal and external evaluation. Internal evaluation will occur under the direction of the Project Director and the District After School Project Director utilizing the TXPOST rubric (2014). The external evaluator will furnish reports to the Project Director, campus, district leadership, and the Community Advisory Council.
6. The Project Director will utilize and implement with other team members what is learned from the training, technical assistance, practitioners network, and Texas ACE helpdesk to refine our grant management plan.

Care taken with the structure of the role and responsibilities of the project director. Since we only have one center and the project director position also includes the duties of the site coordinator. The District After School Program Director will design the job description and evaluation forms in collaboration with our human resources department and the Director of Federal Programs to ensure this position adheres to all grant requirements and does not duplicate any services provided through other federal, state, and local funding, yet strategically leverages support and collaboration from campus and district personnel in order to maximize the efficiency of the Project Director position as well as prepare for sustainability after the three year grant period.

Taylor ISD has received and successfully implemented multiple formula and discretionary grants to serve at risk children and families and include, but are not limited to, Reading First, Even Start Family Literacy Program and Texas Literacy Initiative. Evaluations of these grants have shown increasing success and in some cases used as model programs. Best practices and model programs in Texas are continually explored and used to ensure success. The Director of Federal and Special Programs, who oversees all grant programs, has been involved with the Texas Literacy Initiative. The District After School Program Director has over 30 years of experience working with students and has extensive experience implementing grant programs. There is a good rapport with campus principal who is experienced in having supplemental discretionary grant programs on her campuses and fully supports the implementation of this grant program. Many program partners have had success in the implementation of grant programs. Grant programs implemented by the district have been audited by the Texas Education Agency and have been found compliant with all legal requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 1** **Center Name: Naomi Pasemann Elementary School****9 digit campus ID#** 246911-103**Distance to Fiscal Agent (Miles)**

2 miles

Grade Levels to be served (PK-12) Grades 1 – 3**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:**

90

Number of Adults (parent/ legal guardians only) to be served:

45

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 2** **Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)****Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:****Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to maximize the impact of available dollars and Taylor ISDs effectiveness in increasing student achievement, especially for our most struggling students, care will be taken to coordinate with both schoolwide programs and state compensatory education programs at Taylor ISD. All special funds and grant programs are coordinated through the office of the Director of Federal Programs to ensure maximum efficiency and effectiveness. The campus principal will coordinate with the Project Director on 21st Century activities with the needs identified in the campus needs assessment and partner with the program staff to help meet campus goals. The district provides facilities, technology and technical assistance for participants and staff. All federal, state, and local funds are reviewed at the district and campus level to ensure the funds being used to address needs are allowable expenses and to ensure that there is no duplication of services. Program administration, Community Advisory Council, District administration, and partners will continue to having ongoing communication to ensure efficient and effective collaboration is taking place. Programs, activities, and expenditures on each campus are reviewed throughout the year to ensure the activities are being effective and contributing to student success. The district also works closely with Williamson County organizations to draw from the resources available to families in the district to ensure there is no duplication of services. The community partners are able to provide diverse perspectives and assist families in accessing resources needed to support the families who are most in need. The positions funded through schoolwide Title funds will work with the Cycle 9 LEAD Project Director in order to ensure services are not replicated and to build toward future sustainability. These positions include an Attendance Coordinator who will assist in providing data and information regarding student attendance, a Family Support Services Coordinator who will assist in building supportive relationships with community organizations and programs and with building needed programs for students in Grade 1-3 for the Cycle 9 Lead program. The schoolwide funds are also used to fund interventionists who will be able to collaborate with the Project Director and team members with disaggregated data and progress monitoring information. The schoolwide Title funds provide for social workers who will also be present at campus meetings and available to consult with the Project Director with information to assist in meeting the needs of the students in the Cycle 9 LEAD program. In compliance with the state compensatory education requirements Taylor ISD utilizes a district RTI process to identify and provide for accelerated instruction and student success initiatives. The Cycle 9 LEAD program will not replace or substitute for these components, but will work collaboratively from the data and information gleaned from students' efforts in these programs, and other programs during the school day, to design the most effective, innovative evidenced-based activities for helping students to gain mastery of the TEKS they struggle with. These programs, along with collaboration with campus administration will ensure that the LEAD program identifies and recruits and retains students most in need of academic assistance without replicating services. Specific strategies for active student recruitment and enrollment will be modeled after those in the handbooks for policy and procedure and ACE enrollment in the Texas Blueprint Appendices. LEAD program staff will attend campus Open House, staff meetings, and other staff and parent oriented activities on the campus to provide awareness of the opportunities the program provides. Students are recruited based on a match of their needs and how the program can address those needs to help the student be successful. The program recruits those students who will most benefit from the program. The program activities are created to help students who are having challenges both socially and academically. The program recruits these students to allow the program staff and activities to help address these challenges, to help build confidence in the students, and to help them become leaders of both the program and on the campuses. Participation will not be mandated, but consistent attendance will be emphasized and encouraged. Other students will be enrolled as space is available in order to meet targets. The enrollment process will be an ongoing process to continuously encourage new student enrollment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEAD program center will operate from the end of school at 3:10 until 6:00 on Monday through Friday, for a little over 12 hours per week. The center will operate 35 weeks during the school year including a 6 week summer session of 4 hours per day on Monday – Thursday. The staffing schedule will be created by the Project Director. The sample center schedule in Appendix 11 will be used as a guide, along with specifying the adult scheduled to work with each group. We will be recruiting for 30 students for each age group and will have 2 adults with each for a student teacher ratio of 1:15. In addition other teaching professionals and contracted services will provide specific and targeted professional services during the hours of operation. When designing the summer schedule resources such as the following website will be consulted in order to connect the program design to current research for addressing concerns noted in the Texas ACE Blueprint such as students losing 2 months of grade equivalency in math and reading achievement (Cooper, 1996) and active summer programs helping students to avoid weight gain in the summer (Von Hippel et al., 2007) <http://www.summerlearning.org> The 6 weeks of summer programming will take place in June and July of 2017.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will develop a local safety policy for the LEAD program to comply with the ACE safety self-assessment process. An initial safety self-assessment as required for compliance including an initial self-assessment will be completed upon grant award. The safety program will be designed by considering the results of this initial assessment. Parent consent to participate along with documentation for emergency situations, contact information, a process for follow up documentation, and an emergency readiness plan will be included. Staff will obtain training on first aid and infectious bodily fluids. Taylor ISD will provide transportation using school buses and school vans to transport students home at the end of the day and in both directions during the summer program. Students will be supervised at all times. Parent permission will be required for use of school transportation. Program staff will work closely with Taylor ISD transportation to ensure accurate record keeping and communication at all times. Parents will be provided with information necessary to contact program staff or the transportation department to gain information regarding their children. Program staff remains on campus until they are notified by transportation that all children have been taken home. Special care is provided for students in grades 1 and 2. The bus drivers do not leave these children without visual contact with the parents/guardian. All bus drivers are trained in the appropriate areas to ensure safe transportation. Students will be signed in at the beginning of the LEAD program each day to ensure safety and accurate attendance recording. Parents are also able to pick their children up from the centers with appropriate sign-out processes to ensure the safety of the children

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas ACE Blueprint, Texas ACE website, and the Texas Extended Learning Opportunities website and resources will provide significant, evidence-based guidance for the planning, alignment, and quality of the activity design for the Cycle 9 LEAD program. Collaboration with the campus Instructional Coach will ensure access to the most current and relevant data for informing academic content to support mastery of the TEKS. This includes attending grade level meetings, teachers' disaggregated data analysis, intervention progress monitoring reports, and data from the LEAD program such as pre and post tests. Due to the alignment with the campus Leader In Me (LIM) initiative another resource for exposing students to meaningful academic content will be gleaned from the Texas Performance Standards Project. TEKS the students struggled with during school day instruction will be incorporated into activities (using the 4 Component Activity Guide, Activity Alignment form, and the Texas ACE Activity Unit and Lesson Plan Worksheets in Appendices 7-9) in a way that differentiates instruction by content, process, and/or product. In this manner students will not be exposed to a repeat of instruction from the school day, but will be able to experience more engaging, innovative strategies purposefully differentiated to better match their individual learning style. Additional guidance from the Texas Performance Standards Project at <http://www.texaspsp.org/resources/instructional-strategies.php> for activity design includes utilizing areas of student strength as an avenue for supporting, accessing engagement in working on area of need, incorporating flexible grouping and create tiered activities, and varying levels of differentiation for individuals or small groups within the bounds of an activity for a larger group of students. Finally, to further connect to the leadership initiative a leadership role will be developed to establish a cadre of student experts upon mastery of TEKS and provide a structure for them to assist other students in a peer-to-peer leadership role. Another key resource will be the Expanding Minds and Opportunities project website. The articles, research, and reports on this website will guide high quality activity design that connects to our larger purposes for impacting long term student success and connecting to the community for service and support. This resource will also be share among members of the Community Advisory Council and will inform our sustainability plan.

In summary:

1. Access to local data: The LEAD Project Director will have access to all campus data and will participate in grade level team data meetings, collaborate with the Instructional Coach, teachers, Interventionist, and campus administrative team.
2. Texas ACE Blueprint and appendices <http://www.texasace21.org/mytexasace/resources/texas-ace-blueprint>
3. Texas ACE website <http://www.texasace21.org/>
4. Texas Extended Learning Opportunities Statewide Strategic Plan <http://tea.texas.gov/index2.aspx?id=4695>
5. Texas Performance Standards Project <http://www.texaspsp.org/resources/instructional-strategies.php>
6. Expanding Minds and Opportunities <http://www.expandinglearning.org/expandingminds>
7. Texas ACE technical assistance and training opportunities

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Meeting student developmental needs will be facilitated through Taylor ISDs use of the Second Steps curriculum. This curriculum is research-based and meet the criteria to support H. R. 2437 "To support evidence-based social and emotional learning programming." The positive outcomes increase by 11% over students who have not been involved in social and emotional learning. Results show that students have reduced behavior problems, improved health outcomes, lower rate of violent behavior and lower rate of heavy alcohol use. Second Steps helps students in the areas of self-awareness, self-management, social awareness, relationship skills and responsible decision making skills. This formal curriculum will aid in the implementation of the LIM leadership project activities. Students who struggle with behavior and academic during the school day also struggle entering into the many leadership and student led activities during the school day. They tend to be "outshined" by the students who are able to more readily embrace these roles during the school day. The LEAD program will provide students with a setting in which they have the space and opportunity to take ownership of creating and filling the available leadership roles. These experiences will be designed to create pathways for these struggling students participate in student driven learning, personal goal setting and school day participation.

Students will receive academic intervention to meet their individual needs based on baseline achievement data STARR scores and benchmark testing. The intervention will provide academic enrichment and enrichment activities that are designed to support reading, writing, math, science and social studies skills to engage students in real-world and student driven learning. All activities will be integrated with the TEKS that have been vertically aligned by subject area, grade level, and district objectives to provide students with the opportunities needed to increase their academic scores. The Cycle 9 LEAD program will provide after school project-based academic activities, home-work and study skill centers, self-esteem/character/leadership building activities, and fun academic related enrichment activities for the students. The learning environment will strengthen academic skill, develop higher order thinking skills and develop software skills for their success in the workforce. The program will include an emphasis on youth and leadership development, college and higher learning preparation, and building self-confidence and self-esteem. The academic and enrichment activities will be directly related to the TEKS to ensure continuity of the program with the regular school day program. Site Coordinators working closing with campus administration will ensure that the activities provided are addressing the needs of those students. Data is reviewed to monitor student progress. District and site coordinators work with students, staff, and families to identify and address barriers that prevent student success. Best practices and appropriate individual interventions will be provided to ensure success. The instructional design for the most targeted interventions will be modeled after the Reading and Math small groups during the school day. The students are acclimated to the classroom management aspects associated with this type of instruction to target small groups while productively engaging all students. Based on data analysis the LEAD team member will work with flexible grouping for small group of students (5:1 or less) with teacher created enriching activities. The Texas ACE Activity Unity and Lesson Plan Worksheet will also include student led or supporting LEAD team member lead activities that are also aligned to the TEKS students are struggling with. In this manner students receive targeted, sequential evidence-based small group activities directed by the LEAD team member along with more student directed, teacher designed activities to best match activities to student strengths and areas for improvement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will begin the role by expanding upon the pre-award needs assessment to determine a current view of parents' desires relating to engaging in their child's education, requested opportunities for their own educational development, and connect to services for families that are available in the area. The needs assessment will include a survey and needs inventory (created in collaboration with the evaluator and modeled after the ones in Appendices 14 & 15) phone calls, meeting parents in person during back to school events, home visits, and in attendance at community events. Using this local information and the Family Engagement Specialist Guide in Appendix 14, the Family Engagement Specialist to design a program for parents that meets the needs and interests of Taylor ISD parents, provides meaningful activities that are accessible for parents to engage in, and impacts family engagement with learning. A family resource center will provide a physical space for connecting with families, but the Family Engagement Specialist will build a strong, highly attended parent program through personable relationship building. The four strategies recommended by the Harvard Family Research Project will guide the role of the Family Engagement Specialist. Activities will be designed to 1. Support parents based on their needs related to engaging with their child, improving their own learning, and support from services available in the community; 2. Communicate frequently and personally, incorporating the tenants for the Pyramid of Influence to inspire trust from the Leader In Me school day initiative, by modeling, relating, and teaching; 3. Collaborate with all LEAD team members to develop a family-friendly staff who share experiences with parents and work alongside parents and children in joint activities; 4. Building linkages with other individuals and organizations through partnerships and participation with the Community Advisory Council and community organizations.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director and Family Engagement Specialist will work closely together. Taylor ISD considers family and community engagement as the two main components to develop and perfect while working towards scalable sustainability during the Cycle 9 grant. By working closely together the Project Director and the Family Engagement Specialist will reinforce TEA's critical success factor model, build the theory of action in the logic model, and monitor milestones and performance indicators to ensure success or to respond to unanticipated difficulties by collaborating on strategic next steps. Together they will design a rigorous program that creates opportunities for effective and accessible family and student engagement and strong connections and support from the community. Developing a family center that is welcoming, informative, and available will provide a space for inviting and recruiting parents. The Project Director and Family Engagement Specialist will also meet with parents during school day parent events, reach out through phone calls, and home visits. The end of each day at the center will also be considered a special opportunity to connect with and recruit parent participation. The Family Engagement Specialist will provide training and modeling for LEAD team members (such as <http://www.sedl.org/afterschool/training/family.html>) welcoming parent's questions when they come to pick up their children and providing informal, impromptu opportunities for the student to share the days activities and products with their parents. The Project Director and Family Engagement Specialist will collaborate on academic and behavior data to ensure that the Family Engagement Specialist is informed to address parent concerns through conversation, targeted training, joint activities with students, and modeling of effective strategies.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246911

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The types of activities planned are critical to effectively engaging parents. Based on past parent programs, attendance is usually low and when high attendance occurs it was not sustained. The position of the Family Engagement Specialist in collaboration with the Project Director, campus Parent Action Team, district Title I Family Support Services Coordinator and Attendance Coordinator, and the Community Advisory Council will be a main focus of the Cycle 9 LEAD program. Parent input is critical, but we know from current data that parents are interested, and feel encouraged to participate. Ongoing needs assessment and avenues for parent voice and choice will be support by the technical assistance provided with the grant and the Texas ACE trainings. The Taylor housing authority family center and the United Way are examples of two community organizations that join us in supporting strong family connections.

The gap indicated in our district data is that parents not only want to be more involved, both they and teachers feel that they are encouraged to do so on this campus. This is substantiated in the following comments from parents that are reflective of comments in general from past surveys, "more family events", "opportunities to be involved", and "parents participating with teachers". One identified gap connects well to subsequent needs identified in this needs analysis and that is the desire for parents to have more information about the instructional strategies their children are learning in school. One parent articulated this in the parent survey, "I need a reference guide to the methods teachers use...when my kids start talking about the 'butterfly method' for adding fractions I have no idea what she is talking about."

The following types of activities will serve as our "starting place" with more strategic design to come as current data, further training/guidance from Texas ACE resources, and parent input is obtained.

Parent/student celebration nights
 Parent/student joint activities
 Open house
 Opening night for the family information center
 Homework helpers for families
 Practice sessions: learn and practice effective strategies

ESL classes
 GED classes
 Career exploration classes
 Local business career/literacy connection nights
 Interview skill building
 Job and College application process (informative and assistance in completing)
 Dress for success on a budget events

The family resource center will include information from many sources. Suggestion cards for parents to fill out and LEAD team members for parents to discuss specific requests for parent programs and activities will be available.

Academic help for parents: <http://www2.ed.gov/parents/academic/help/hyc.html>

Learning Anywhere, Anytime: <http://www.hfrp.org/publications-resources/browse-our-publications/family-engagement-in-anywhere-anytime-learning>

Family Literacy Nights http://www.sedl.org/afterschool/toolkits/literacy/pr_family_literacy.html

Parent Involvement <http://www.boostcollaborative.org/parent-involvement>

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 246911

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language			X
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>		X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	X	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 246911

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 246911

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	X	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 246911

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	X	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	X	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	X
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 246911

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 246911

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 210

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: X

No nonprofit students participating: X

No nonprofit teachers participating: X

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 246911

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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